



# Opportunities and Challenges for Teaching English at Schools from Student-Centered Approach

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## Abstract

*Our study objective is to figure out: What are previous related studies? And, What are OPPORTUNITIES AND CHALLENGES FOR TEACHING English AT SCHOOLS FROM STUDENT-CENTERED APPROACH? Next, By using several qualitative analytical methods, our results show that: Improve teaching qualifications; Raise awareness of students in learning from others ; Differentiation method in class; More student-led projects in class; Assign tasks for students to help others who are in need. Therefore, our study can be expanded for other emerging markets.*

## I. INTRODUCTION

First, According to Alquahtani (2015), The second major technique applied by the teachers was demonstration. It was observed that one of the topics taught by the teacher by using this technique was in verb. The teachers commonly demonstrate the verb, e.g. jump, walk, run etc. by demonstrating those word by directly. This techniques usually followed by asking the students to guess the word meaning demonstrated by the teachers. Demonstrating is an appropriate technique for teaching vocabulary to young learner. It is not enough for young learners to understand words by explanation only. They need to acquire words by directly seeing and hearing.

Hence authors select this topic with following questions.

### Research questions:

Question 1: What are previous related studies?

Question 2: What are **OPPORTUNITIES AND CHALLENGES FOR TEACHING English AT SCHOOLS FROM STUDENT-CENTERED APPROACH?**

## II. PREVIOUS STUDIES

Then, We summarize previous studies as follows:

Table 1 – Summary of previous studies

Authors	Year	Contents, results
Pattison	1992	points out that learners need to learn how to speak with confidence, in English. And know the language means able to speak it.
Oleg	2015	The way of teaching and learning suggested in the article was developed to meet students' expectations and, at the same time, to be in full accordance with the most cutting edge achievements in today's approaches to organizing adult students' successful language acquisition. The developed method of teaching/learning was called the communicativeanalytic one since, on the one hand, it makes use of the best in communicative language learning required for optimal attainment of the final goal of language education for adults – developing their English communicative competence. On the other hand, the communicative approach is combined with learners' analysis, practicing, and consciousness-raising as to separate language forms that students believe to be indispensable for language acquisition. Experiential learning activities and cultural orientation of the method are discussed, as well as some peculiarities of using it in courses of different levels within a commercial English language program
Thornbury	2002	Teaching vocabulary is the most significant aspect in language teaching because words are the foundation of a language
Slattery & Willis	2001	There are several general characteristics of young learners; they know situation faster than the language, their understanding comes through touching, seeing, and hearing, very logical, they have short attention and concentration span, they have difficulty in differentiating fact and fiction, they cannot determine what to learn by themselves, they learn through playing, and when they are interested, they are enthusiastic and positive, and they have their own mind about the world
Amalisa & Rozimela	2021	there was eleven technique used by English teachers in teaching vocabulary, they are; showing actual objects, using demonstrations, showing pictures, drawing, associated vocabulary, translation, role play, reading the word, using a dictionary, contrast, eliciting, Mime-Expression and Gesture. Those techniques are used by teachers to increase students' vocabulary. By using those techniques, the teacher can teach the material clearly to the student. Several students are motivated in learning vocabulary because of their own willingness, such as review the lessons and memorize the vocabulary
Olugbenga	2021	specified the learner centered method should be embraced as it is the ideal method for teaching soft skills needed to navigate the environment, work well with others, perform well and achieve goals in the 21 st century.

(source: author synthesis)

Beside, Wright (2007) pointed The third technique found out commonly used by the teachers was using picture. One of the topics observed were taught by using this technique was transportation. The teachers provided the students several pictures related to transportation; airplane, car, train, etc. the pictures were also completed by simple questions. The teacher also asked the student to repeat the pronunciation of the words. Using picture is always helpful because it allows the learners to see the shape of the object directly through the pictures rather than asking them to imagine the object only.

### III. METHODOLOGY

#### Method

This study mainly use combination of various qualitative methods including synthesis, inductive and explanatory methods, as well as matrix, SWOT and PDCA analytic tools.

Next authors will investigate students' grammatical errors via collecting the data from a practical English classroom with real experiences and observations.

#### IV. MAIN FINDINGS

##### 4.1 SWOT analysis

	Challenges	Weaknesses
Teachers	Higher level students => psychology of not listening to teachers => difficult to speak students	Get used to the old teaching method => change takes time
Students	Mixed abilities in class Peer pressure Time management Overload with info	Don't pay attention to grammar Listening/speaking is better than reading/writing Not patient enough, short attention span
	Opportunities	Strengths
Teachers	Internet development => access to documents, exchange connections Internal/ External training	Background (qualified / foreign) Background of students => push further => intensive research
Students	Internet => learn many sources, native speakers, natural English Environment => global language	Investment from parents => earlier exposure to English Inner motivation / competitiveness => a must for globalization #

##### 4.2 Discuss solutions

	How to solve problems (Originate)	Discuss/Develop
Higher level students => psychology of not listening to teachers => difficult to speak students	<ol style="list-style-type: none"> <li>1. Improve teaching qualifications</li> <li>2. Raise awareness of students in learning from others</li> <li>3. Differentiation method in class</li> <li>4. More student-led projects in class</li> <li>5. Assign tasks for students to help others who are in need</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage them to take part in extensive trainings eg: Scholarships for teachers to study abroad / Incentives for high qualified teachers</li> <li>2. Students being teachers project =&gt; give students chances to be in T's shoes =&gt; understand the importance of respect &amp; research</li> <li>3. buddy system =&gt; Students improve their communication skills / grasp the idea of explanation</li> </ol>
Get used to the old teaching method => change takes time	<ol style="list-style-type: none"> <li>1. Training workshops for learner-centered method</li> <li>2. Teacher observations for ensure teaching quality</li> <li>3. Frequent 360 feedback from learners =&gt; improve teaching quality</li> <li>4. Co-teach with other teachers =&gt; learn from experienced teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Monthly trainings for new teachers</li> </ol>
Mixed abilities in class Peer pressure Time management	<ol style="list-style-type: none"> <li>1. Workshops in time management</li> <li>2. Plan schedule for studying</li> <li>3. Differentiation in class (more scaffolding for weaker students)</li> </ol>	Students need to balance relaxing and studying

Overload with info	4. Workshops / training in identifying credible sources for English	
Don't pay attention to grammar Listening/speaking is better than reading/writing Not patient enough, short attention span	1. Identify weaknesses in writing & reading => take part in conference & practice writing blogs / reading books / articles on a daily basis 2. Take part in challenges in writing & reading stories => improve attention span	

(source: author analysis)

## V. DISCUSSION

### Ho Chi Minh views on learning foreign languages:

President Ho Chi Minh knows and is fluent in many foreign languages. In the biography of delegates to the 7th Communist International Congress, Uncle Ho wrote: "Knowing languages: English, French, Chinese, Italian, German, Russian". But in fact, when Uncle Ho visited foreign countries, as well as welcomed diplomatic delegations to visit and work in Vietnam, we know that Uncle Ho was fluent in and practiced many other foreign languages such as Thai, Lan, Spanish, Arabic...not to mention 54 ethnic languages of Vietnam.

Fluency in many foreign languages has created very favorable conditions during Uncle Ho's process of finding a way to save the country, save the people and lead the Vietnamese revolution. Knowing and being fluent in a native foreign language is an important means to quickly grasp the situation and quickly integrate into the new society.

In the biography that President Ho Chi Minh testified at the Congress of the French Communist Party and the Communist International conference, Uncle Ho often wrote the part of his education as: Self-study. In his talk to the international student symposium held in Vietnam in 1961, Uncle Ho confided: Regarding culture, I only finished primary school, and at the age of 20, I heard the radio for the first time. But Uncle Ho has a profound education and erudition that the world must recognize, admire and respect. President Ho Chi Minh's whole life never stopped self-study. With President Ho Chi Minh, the principle and method of learning is summarized as: "Learning at school, learning from books, learning from each other and learning from people".

Uncle Ho's life of revolutionary activities was a life of self-study and perseverance. Making a revolution by self-study and self-studying to make a revolution, these two contents support and interact closely with each other. Uncle Ho

studied foreign languages, learned to write newspapers, studied Marxism-Leninism, studied and selectively absorbed the quintessence of human culture.

With President Ho Chi Minh, self-study method is self-study from the simplest things. From his lifelong self-study experience, Uncle Ho taught others whenever possible and Uncle Ho's method of transmission was extremely simple, easy to understand, and easy to learn.

President Ho Chi Minh often taught: Learning must come from practical requirements, not formal, ostentatious, must study thoroughly, thoroughly, specifically and must be profound to the essence of the problem.

(source: moj.gov.vn)

## VI. CONCLUSION

### There are several implications:

**We see that:** Students being teachers project so this will give students chances to be in T's shoes => understand the importance of respect & research; then, Students improve their communication skills / grasp the idea of explanation.

After each article of Uncle Ho was published, he was overjoyed. Besides, he carefully reviewed every sentence, word by word, to see where his article was right and wrong, and how the editorial office corrected him. Following the instructions of the editors, Uncle Ho practiced writing again and again, sometimes writing explanations to make them long, sometimes writing shorter for conciseness...

### Learn English through the country's history

During his time in London, Uncle worked many different jobs to earn money for his education. Uncle spent a lot of time studying world history. Uncle studied English and thought about the future of the colonial peoples. People often learn about British and American culture and history. Particularly, Uncle Ho's documents about America have reached hundreds of articles. In it there are different genres, comprehensive and in-depth coverage of America. For

Uncle, reading a lot of American books and newspapers, learning English to better understand the world and to lead the revolution in a more scientific way...

(source: <http://baoquankhu4.com.vn/>)

Last but not least, DT Tinh, NT Thuy, DT Ngoc Huy. (2021) pointed the important role of [Doing Business Research and Teaching Methodology for Students-Case in Various Markets Including Vietnam](#).

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